**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 7250/7256

**Course Title:** Advanced Assessment and Diagnosis in Counseling

**Credit Hours:** 3 Semester hours (Lecture 3)

**Instructor:** Dixie Funderburk Powers, PhD, LPC, NCC

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**Required Text**:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

**Recommended Text**:

Morrison, James. (2014). *DSM-5 made easy: The clinician’s guide to diagnosis.* New York, New York: Guilford Publications.

**Syllabus Prepared:** Syllabus revised in August 2017

**Course Description:**

Process of assessment and diagnosis as it applies to the counseling process. This includes but is not limited to: diagnostic criteria, bias in diagnosis, cultural issues in diagnosis, assessment in the diagnostic process, and treatment planning.

**CACREP objectives/student learning outcomes:**

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a)
2. Methods of effectively preparing for and conducting initial assessments (CAFREP II.F.7.b)
3. Identify and apply ethical and legal guidelines pertaining to diagnosis (CACREP II.7.g.)
4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP V.D.2.f.)
5. Use of symptom checklists, and personality and psychological testing (CACREP
6. II.F.7. k)
7. Use of assessment results to diagnose developmental, behavioral and mental disorders (CACREP II.F.7.l)
8. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP V.D.2.g.)
9. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (CACREP V.D.2.l)
10. Common medications that affect learning, behavior and mood in children and adolescents (CACREP V.G.2.h)
11. Neurobiological and medical foundation and etiology of addiction and co-occurring

Disorders (CACREP V.D. 1.e)

1. Diagnostic interviews, mental status examinations, symptom inventories,

psychoeducational and personality assessments, biopsychosocial histories,

assessments for treatment planning, and assessments for assistive technology needs (CACREP V.D.3.a)

**Course Content:**

Please note: This schedule is subject to change. Students should read the sections of the

DSM-5 corresponding to the topics scheduled.

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| Date | Topic | Assigned Reading | CACREP Standards |
| Week 1August 21st | Syllabus/Class OverviewIntroduction to DSM VMental Status Exam/Clinical InterviewingDifferential Diagnosis | Syllabus | II.F.7.aV.D.2.fII.F.7.bV.A.1.eV.d.2.1 |
| Week 2August 28th  | Legal and Ethical Considerations of DiagnosisNeurodevelopment Disorders Neurocognitive DisordersOther Mental Disorders**Quiz 1** **DE- 9/3** | DSM V- pages 31-86DSM V- pages 591-643 DSM V- pages 707-708 | II.F.7.b.V.F.7.kII.F.7.1V.A.1.eV.A.1.eII.7.g. |
| Week 3September 4th  | **Holiday** | **Holiday** |  |
| Week 4September 11th  | Cultural FormulationCulture Bound SyndromesOther Conditions that may be a focus of clinical attention Schizophrenia Spectrum and Other Psychotic Disorders**Quiz 2****DE- 9/17** | DSM V- pages 87-122DSM V- pages 715-727DSM V- pages 87-122 | V.A.2.cV.D.2.fV.D.2.lV.G.2.h |
| Week 5September 18th  | Depressive DisordersBipolar and Related Disorders**Quiz 3****DE-9/24** | DSM V- pages155-188DSM V- pages 123-154 | V.A.2.cV.D.2.lV.G.2.h |
| Week 6September 25th  |  Anxiety Disorders Obsessive-Compulsive &Related Disorders**Quiz 4****DE-10/1** |  DSM V-pages 189-234DSM V-pages 235-290 | V.D.2.fV.D.2.lV.G.2.h |
| Week 7October 2nd  | Trauma & Stressor-Related DisordersDissociative Disorders**Quiz 5****DE-10/8** | DSM V-pages 265-290DSM V-pages 291-307 | V.D.2.fV.D.2.lV.G.2.h |
| Week 8October 9th  | **Midterm** **DE-10/15** | **Mid-term Exam** |  |
| Week 9October 16th  | Substance Related and Addictive Disorders **Quiz 6****DE-10/22** | DSM V- pages 481-589 | V.D.2.fV.D.2.lV.G.2.hV.D.2.g |
| Week 10October 23rd  | Feeding and Eating DisordersElimination Disorders**Quiz 7****DE-10/29** | DSM V- pages 329-354 DSM V- pages 355-422 | V.D.2.f |
| Week 11October 30 | Somatic Symptom and Related DisordersSleep-Wake DisordersSexual DysfunctionsGender Dysphoria **Quiz 8****DE-11/5** | DSM V- pages 309-327DSM V- pages 361-422DSM V- pages 423- 450DSM V- pages 451-459 | V.D.2.fV.D.2.lV.G.2.h |
| Week 12November 6th  | Disruptive, Impulse Control and Conduct Disorders**Quiz 9****DE-11/12** | DSM V- pages 461-480 | V.D.2.fV.D.2.lV.G.2.h |
| Week 13November 13th  | Personality DisordersParaphilic Disorders**Quiz 10****DE-11/19** | DSM V- pages 645-684DSM V- pages 685-705 **Diagnosis & Tx Plan Project Due (OC-11/13; DE-11/19)** | V.D.2.fV.D.2.lV.G.2.h |
| Week 14November 20th | **Thanksgiving** | **Thanksgiving** |  |
| Week 15November 27th  | **Final Exam****DE-12/4** | **Final Exam** |  |

**Course Requirements:**

1. **Quizzes (100 points)**

There will be 10 reading quizzes through the semester. The quizzes will focus on the assigned reading materials, as well as information contained and discussed in the PowerPoint slides. Each quiz will be worth 10 points.

*Distance Students-quizzes will be time limited and you will receive 30 minutes for the 10 point quiz. They will not need to be proctored*.

**2. Mid-term (100 points)**

The midterm will consist of a series of written case vignettes. You will derive and justify a DSM-5 diagnosis for each client, including your reasoning and any differential diagnoses considered.

**3.** **Final (100 pts)**

 The final will consist of a series of clinical case vignettes and short answer essay questions. You will be required to derive and justify a DSM V diagnosis, to include a differential diagnosis (if indicated) for each clinical case.

*Distance Students- both exams will need to be proctored, please plan accordingly.*

1. **Diagnosis and Treatment Plan Project (100 pts):**

Students will select a character from a movie (the list will be provided) to serve as the basis for a comprehensive case study. See the addendum at the end of syllabus for a complete description. Complete differential diagnosis project (please see the addendum for a complete description of the project requirements)

**Grading and Evaluation Procedures:**

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| --- | --- | --- |
| Course Assignment | Evaluation | CACREPProfession Standards |
| Diagnosis and Treatment Plan Project | 100 | V.D.2.f.II.F.7.k.V.A.1.e.V.D.2.f |
| Quizzes |  100 | II.F.7.a.II.F.7.b.II.F.7.g.V.D.2.f.V.D.2.f.V.A.1.e |
| Mid-term | 100 | II.F.7.a.II.F.7.b.II.F.7.g.V.D.2.f.V.D.2.f.V.A.1.e |
| Final | 100 | II.F.7.a.II.F.7.b.II.F.7.g.V.D.2.f.V.D.2.f.V.A.1.e |
| **Total** | **400** |  |

 Total: 400 Points (100%)

All assignments are due on the announced date. Assignments are due at the *start* of class. Late assignments will be penalized 5% for each day it is late. Exceptions to this policy will only be given in cases of medical or personal emergencies.

The following grading scale will be used:

 90-100% =A

 80-89% =B

 70-79% =C

 60-69% =D

 Below 60% =F

**Class Policy Statements:**

1. Attendance: Students are expected to attend or watch all classes and will be held responsible for any content covered in the event of an absence. Students will not be permitted to make-up Reading Quizzes as a result of unexcused absences.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make-up a missed major examination (e.g., mid-term exam) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**Justification for Graduate Credit:**

This course includes advanced content in diagnosis and assessment. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Diagnosis and Treatment Plan Project**

Students will select a character from a movie (the list will be provided) to serve as the basis for a comprehensive case study. Students will use what they know of this character to construct:

1. Presenting problem
2. Biopsychosocial history
3. Mental status report
4. DSM-5 diagnosis/diagnoses
5. Treatment goals and objectives
6. Evidence-based treatment plan and justification
7. Differential diagnosis – This section is an opportunity for you to offer challenges to the diagnosis you proposed in “4” above. I am interested in any alternative explanations of the client’s symptoms, especially those that do not fit in the medical model/DSM philosophy. The following are questions may get you started and guide you in this section.

a. What is your client’s assessment of the presenting concerns? Does he/she believe he/she has a “mental disorder?”

b. In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?

c. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?

d. What historical-social-political-cultural-familial-religious issues do you need to consider before applying this diagnosis and developing the treatment plan? Are there any alternative explanations for the client’s behavior, taking into account these contextual factors?

*\*Students are welcome to format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) as they would in a professional setting. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines.*

All data included in the report must be written using professional language, based on evidence provided in the media source, and supported with a sound clinical rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate that additional information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students should support rationale for treatment plan choices by incorporating data from at least six scholarly sources (e.g., DSM-5, treatment manual, journal article).

The grading rubric is as follows:

* Attention to presenting problem, biopsychosocial history, mental status (20 points)
* DSM-5 diagnosis and justification (20 points)
* Treatment goals/objectives (10 points)
* Treatment plan and justification (10 points)
* Attention to historical-social-political-cultural issues in all of above (20 points)
* Differential diagnosis (20 points)
* Incomplete or poor APA style and overall writing style can reduce your grade

**Movie List**

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| *Forrest Gump* | *The King’s Speech* |
| *One Flew Over the Cuckoo’s Nest* | *A Beautiful Mind* |
| *Radio* | *The Fisher King (1991)* |
| *I am Sam*  | *Awakenings (1990)* |
| *Shutter Island* | *The Soloist* |
| *Any Day Now* | *Take Shelter (2011)* |
| *There’s Something About Mary* | *Black Swan (2010)* |
| *Adam (2009)* | *He Loves me, He Loves Me Not (2002, France)* |
| *Breaking and Entering (2006)* | *The Beaver (2011)* |
| *Rain Man* | *It’s a Wonderful Life (1946)* |
| *Silent Fall (1994)* | *Silver Linings Playbook (2012)* |
| *To Kill A Mockingbird* | *Mr. Jones* |
| *Thumbsucker (2005)* | *Running with Scissors (2006)* |
| *Michael Clayton (2007)* | *Boy Interrupted (2009)* |
| *House of Sand and Fog (2003)* | *The Hours (2002)* |
| *Dead Poets Society (1989)* | *The Aviator (2004)* |
| *Matchstick Men (2003)* | *As Good As It Gets (1997)* |
| *Somethings Gotta Give (2003)* | *Panic Room (2002)* |
| *Kissing Jessica Stein (2002)* | *The Dryland (2010)* |
| *The Manchurian Candidate (2004)* | *The Upside of Anger (2005)* |
| *The Three Faces of Eve (1957)* | *What About Bob?* |
| *Psycho (1960)* | *Sybil (1976)* |
| *Swimming Pool (2002)* | *Frankie and Alice (2010)* |
| *Nurse Betty (2000)* | *Insomnia (2002)* |
| *Lost In Translation (2003)* | *Girl Interrupted (1999)* |
| *What’s Eating Gilbert Grape? (1993)* | *Boys Don’t Cry (1999)* |
| *Soldier’s Girl (2003)* | *We Need to Talk About Kevin (2012)* |
| *My First Mister (2001)* | *Little Miss Sunshine (2006)* |
| *Flight (2012)* | *Smashed (2012)* |
| *I’m Dancing As Fast As I Can (1982)* | *Memento (2000)* |
| *The Notebook (2004)* | *No Country For Old Men (2007)* |
| *Lakeview Terrance (2009)* | *Reign Over Me (2007)* |
| *Blue Jasmine (2013)* | *Leap Year (2010)* |
| *Kill Bill (2003; 2004)* | *What About Bob? (1991)* |
| *When A Man Loves A Woman (1994)* | *The Lost Weekend (1945)* |
| *Iris (2010)* | *Away From Her (2007)* |
| *A Clockwork of Orange (1971)* |  |